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ABSTRACT

A career counseling project was undertaken to address the career decision-making needs of 12th-grade students identified as being non-goal oriented. A major part of the project was the establishment of a career resource center. Project activities consisted of planning, orientation, implementation, and evaluation. Planning activities included goal setting and clarification, developing means for student access to the center, developing administrative details, and establishing and selecting materials for the career resource center. Orientation involved personnel, teachers, administration, and students. Implementation focused on 106 students identified as those who could benefit most from individual career assessment and follow-up counseling. Activities in addition to individual counseling and career information services were an ongoing speaker program, field trips, and a career day. The center was well received and utilized by counselors, teachers, and students. The problem of student access due to limited free time was only partially solved. A manual for counselors was developed. Appendixes, amounting to over one-half of the report, include a fact sheet, a listing of monthly activities, an orientation presentation for counselors and teachers, questionnaire, correspondence and press releases, forms used in the project, and a short bibliography. (YLB)

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Final Report

of

Project Career REACH

1983-84

Parsippany Hills High School
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Parsippany, New Jersey
07054

201 - 263-7545

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Appendix A - Project Fact Sheet
Appendix B - Monthly Activities
Appendix C - Orientation
Appendix D - Intake Questionnaire
Appendix E - Correspondence and press releases
Appendix F - Forms and job descriptions

Do not include any information in this box in the final report.

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section _____ of Public Law 94-482.

Project Duration: September 1983
Beginning Date

June 1984
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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IDENTIFICATION NO._____ AMOUNT FUNDED_____

FUNDED UNDER SECTION_____OF P.L. 94-482

PROJECT TITLE: Project Career Reach

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Parsippany-Troy Hills Township Schools

ADDRESS: P.O. Box 52

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ABSTRACT

This was a career counseling project that addressed the career decision making needs of students who were identified as being non-goal oriented. A career resource center was established as part of the project. Major activities were divided into - planning, orientation, implementation and evaluation. The primary goals of the project included:

-establishing a career resource center
-providing career counseling services for students who lacked the ability to make appropriate and personally satisfying career decisions.
-providing career related information and services for teachers.

Specific student outcomes included:

-improve decision making skills
-increase self awareness
-improve job seeking skills
-develop ability to seek and use appropriate career resources
-increase knowledge of career information skills
-develop planning skills
-arrive at tentative career directions

Planning activities included goal setting and clarification, developing means to access students, developing administrative details, establishing and selecting materials for the career resource center.

Orientation involved guidance personnel, teachers, administration, and students. Implementation focused on 106 "project students" identified by teachers and counselors as those who would benefit most from individual career assessment and follow-up counseling. The center was staffed by a Director, two part-time aides and student volunteers.

Activities in addition to individual counseling and career information services included an ongoing speaker program, field trips, and a career day in which members of the community addressed students in their classes.

The project met most of its goals during the first year. The center was well received and well utilized by counselors, teachers, and students. There was some opportunity to evaluate a variety of assessment tools and counseling strategies.

The problem of accessing students was only partially solved since the school has limited study periods and students have little free time.

As a result of the project, a manual was developed for dissemination to counselors and others interested in providing for the career development needs of students, using a career resource center and related counseling services.

I. Introduction

1. Problem

Prior to the project there was no career resource center at Parsippany Hills High School. Furthermore, there were a number of students who were identified as needing a more intensive approach to meeting their career development needs, some of whom were without direction, and had little or no experience with the working world.

Because of limited resources and counselor constraints that precluded an intensive career counseling approach, there was a need for a specific effort. Such an effort needed to have as its priority those 12th graders who were about to exit the formal school system, yet did not have the decision making skills or career information to take the appropriate next steps upon graduation.

In addition, the philosophy of the school is primarily focused on academic development and so the resource center would fill a serious void as would the special career counseling services.

There was also a need to meet the needs of teachers and counselors who were attempting to integrate career awareness and career exploration into their respective activities. An updated career resource file along with the center and its counseling services would meet this need.

2. Objectives

The overall objectives of the project included:

- -establishing a career information and resource center
- -providing career counseling services to students who lacked the ability to make personally satisfying career related decisions
- -providing career related information and services for teachers
- -developing a community resource file.

Specific student outcomes addressed included:

- .the identification of personal interests (self awareness)
- .the identification of personal strengths and limitations
- .the development of decision-making skills
- .improving planning skills
- .clear identification of the relationship between education (school subjects) and career resources
- .increased knowledge of career information
- .the identification of a tentative career choice.

Introduction, Cont.

3. Related Research - Background Information

The value of a community career resource center is stated in most career development literature (Costech 1978, Carey, 1977, Fiedman 1975). Such a center is the anchor of most model career development programs and counseling programs.

There is also considerable attention given to the need for coordination of resources to include community participation. (Elliot 1978) Many students have had few concrete or "real world" experiences upon which they may build appropriate and personally effective career decisions. In addition, such skills as planfulness, and decision making that may have been neglected in their educational experience are cited as highly linked to career success.

The goals and activities of this project were based largely on the review of relevant materials and guidelines for counseling non-goal oriented young people, establishing resource centers, and working with the school and community to meet the career development needs of students.

A considerable amount of review also went into the selection of interest inventories and measures as well as the preview of career related materials.

Finally, research for the project included visits to career resource centers in the state and attendance at workshops and seminars directed at assessments in career education and establishment of career resource centers. The New Jersey Vocational Education Resource Center in Old Bridge was an excellent source for materials review throughout the project for the project director and supervisors.

II. Project Procedures and Findings

1. Procedures

The project got off to a relatively late start, however, a considerable amount of work was accomplished. The activities consisted of Planning, Orientation, Implementation and Evaluation.

Planning

During the intensive planning phase, the following accomplishments were achieved:

Goals were clarified and the original proposal was delimited.
Procedures for identifying and accessing students were devised.
Counseling strategies were planned.
The career resource center was planned, staffed, and set up. Materials were ordered, obtained, and filed appropriately.
Counselors were consulted regarding the roles of the project staff in relation to their own.

Project Procedures and Findings, Cont

1. Procedures

Orientation

Orienting the school staff was considered critical, once the project resources and services were clarified if the project were to be widely accepted. A positive orientation would do much to encourage staff to utilize project services.

A presentation was prepared and given to the guidance staff for their review and comment. (See Appendix C) Again, it was critical to gain the full acceptance and cooperation of the guidance staff. Following this the administration, including the high school principal reviewed the presentation. It was felt that the principal's support was also very important to the success of the total effort.

Every teacher was invited to come to the center during planning and conference periods on specific days in mid January. Coffee and refreshments were served, and the teachers were introduced to the project staff and the services of the center. Teachers were asked to provide some input into ways that the center might address some of their specific needs.

Students were given direct invitations to the center and were made aware of center activities through public address announcements and by large signs that appeared just outside the doorway of the center on a daily basis.

Implementation

The center was set up to provide:

Career information-files
A computerized system (GIS)
Professional materials for teachers
Handouts for students
College and technical school bulletins and catalogues
Individual and group counseling services, including assessments
Speakers

Project Procedures and Findings, Cont

1. Procedures

Implementation, Cont.

The student population was divided into three categories for project purposes.

-those who would be referred to as project students
-those who would "walk in" to the center for personal use
-those who were in classes served directly by project services and activities.

Project students were referred to the project director, primarily by guidance counselors and teachers. Priorities were as follows:

-12th graders who had no real direction
-11th graders without career direction
-10th graders and others.

A student profile was developed to assist counselors in identifying students who would benefit most from project services. Profile descriptors included:

.Students who have difficulty in making career decisions
.Students who have unclear or unrealistic career plans
.Students may evidence additional problems including

-low motivation, generally
-low self-esteem
-poor grades, low achievement
-poor attendance
-difficulty relating to staff, administration or other students

Each counselor was asked to submit the names of twenty students whom they felt would benefit most from project services.

Once students were identified, they were invited to meet with the career counselor who identified their career counseling needs through an intake interview (See Appendix D) While there were planned intervention strategies and procedures for individual and small-group career counseling, the actual activities varied greatly from student to student. (See Appendix F)

Project Procedures and Findings, Cont.

1. Procedures

Implementation, Cont.

Progress reports were available to counselors in addition to the students' working folders in which they could maintain an ongoing record of their career exploration activities. When a student had met his or her own goals relative to career planning, the project director notified the counselor who in turn resumed the regular counseling function with that student.

In general, the procedure for working with students followed this plan:

1. Gathering preliminary data prior to meeting students from counselors and teachers
2. Conducting initial orientation or intake meetings with students
3. Completing the intake survey or otherwise assessing student needs and setting goals
4. Administering appropriate career assessment instruments based on student need and characteristics
5. Assisting the student in searching out career information using the vertical files and G.I.S. Occupational file.

Initially, the goal of the project was to identify and serve 140 students who met the criteria for becoming "project students." One hundred and six students were successfully contacted. Fifty three students identified tentative career choices and formulated plans for "next steps" in their career pursuits as a result of the process just described.

Suggestions for improvement in the use of the procedures described include:

1. A shorter completion time for the intake instrument. Rather than a formal completion of the instrument by the director and the student, the director should internalize the pertinent questions so that the instrument could be quickly completed after the initial orientation session. This would have allowed more time to concentrate on the achievement of individual student goals.

Project Procedures and Findings, Cont.

1. Procedures

Implementation, Cont.

Suggestions for improvement in the use of the procedures described include:

2. The inclusion of the Hall Occupational Orientation Inventory or another value survey in students' career assessment. Identification of personal values is such an important component for career decision-making that it should be an integral part of career assessment.

In addition to individual career counseling, the director planned group experiences that included multi-media presentations, field trips, speakers, and one career day held in May.

2. Findings and Evaluation

Perhaps the greatest success was achieved in the following areas:

1. Career assessment of "project students." (interest and aptitude)
2. Setting up a fully functioning Career Resource Center for use by project students and by entire student body at Parsippany Hills High School.
3. Providing Career Resources and ideas for implementation of career development concepts to teachers at Parsippany Hills High School.
4. Establishing the community resource file for career education in Parsippany.

Assessment Tools

The following career assessment tools were used with project students:

1. Strong - Campbell Interest Inventory
2. Career Assessment Inventory
3. COPES, COPS, CAPS
4. Differential Aptitude Test
5. Hall Occupational Orientation Inventory

Project Procedures and Findings, Cont.

2. Findings and evaluation

Assessment Tools, Cont.

The interest surveys were particularly useful in motivating students to consider career options. In many cases, a student's interest was obviously sparked when he or she saw concrete personal data relating general interests to specific careers.

The Strong-Campbell Interest Inventory and Career Assessment Inventory was used extensively with 11th and 12th grade project students. These interest inventories were an essential element in the career assessment of non-goal students.

The results often opened up areas for career investigation that had never before been considered. Often as a result of the career investigation which ensued, undecided students formed tentative career goals and made plans for achieving them.

The Hall Occupation Orientation Inventory (an inventory of career values) was not used extensively because it was received in April when much of the assessment of project students had been completed. However, the students who did complete the Hall found it to be quite helpful in identifying values and needs that they would like to see expressed and met in a chosen career. The continued usage of the Hall as a means of self-awareness and as a career decision making tool is definitely recommended. The discussion which ensues from reviewing a students' results on the Hall could be an invaluable aid in beginning career decision-making groups with non-goal students.

Establishing the Resource Center

Personnel

Two part-time aides were hired to assist in setting up and maintaining the resource center and to help students locate appropriate relevant information. The aides completed the vertical files and maintained them so that the information was current and available for students. Single copies of materials were made upon request to the extent that copyright regulations allowed. The aides also sent out mailings to professional organizations and trade associations to obtain additional relevant and up-to-date information in a number of career areas. With the para professional aides available, the center was open to "walk-in" students and staff even though the director might have been involved in individual student counseling sessions.

Project Procedures and Findings, Cont.

2. Findings and evaluation

Establishing the Resource Center, Cont.

Personnel

The center also had the help of student aides who volunteered their services, some as part of an independent study experience. The student aides ran errands and assisted the para professionals in maintaining project files and materials.

Equipment and Materials

The career file, an open access file cabinet, was purchased and became the center or focal point of the center. It was the prime source of career information for students. Each folder, contained in hanging files, included occupational briefs, materials from trade association, and any related material available. The D.O.T. filing system was used. The career files were successfully used by students of varied abilities and reading levels.

In addition to the central file, a series of guidance associate filmstrips were purchased. They were used in group counseling sessions and by classroom teachers. At least ten classroom teachers borrowed the filmstrips between February and May.

Assessment materials were purchased for use with students as has been discussed previously in this report. A variety of instruments were acquired in order to meet the differing needs of the students.

A computer terminal was already in the room assigned to the project as the career resource center. The room was adjacent to the guidance area and the terminal was used for guidance administrative functions, for college information and for occupational information, once the project began.

Career posters depicting non-traditional job roles were utilized as was a bulletin board prepared routinely by student aides. A small area was also reserved for teachers' professional use and contained a variety of materials pertaining to the integration of career education in the classroom.

Project Procedures and Findings, Cont.

2. Findings and evaluations

Working with Teachers

There were several very successful ways that the career resource center provided support services to teachers at Parsippany Hills High School for their career development activities.

Orientation to Project Career Reach and the Career Resource Center

1. All teachers were given an orientation to the Career Resource Center and to Project Career Reach in early February. The other services described in this section were explained to them at this orientation.

Career Investigation for Classes in Center

2. Teachers were made aware that they could bring their classes to the center to use the available resources in doing career investigation. (Ten teachers availed themselves of this service. These ten teachers brought several of their classes to the career center over a period of several months.)

Resources and Assistance In Planning Classroom Career Development Activities

3. During the orientation, teachers were familiarized with the Career Resources (including filmstrips, materials relating careers to subject matter) that were available for their classroom use. They were also informed that the director's help was available to them in planning and presenting career activities. Ten teachers used Career Resource Center materials in their classes. Three teachers requested assistance in planning activities (e.g. presentation of math related careers, and daily living (consumer math) skills related to math, psychology related career presentation and careers in which knowledge of psychology an asset, presentations on pre-employment skills (resumé writing, interviewing skills)

Resources for Speakers and Field Trips Related to Subject Areas

4. Three field trips were sponsored by the Career Resource Center.

   A. Trip to Kessler Institute (co-sponsored with Careers in Medicine class)

   B. Trip to Warner-Lambert maintenance department (building trades students were given an opportunity to see how the skills they were learning in class could be applied on the job)

   C. Nursing Career Day at Morris County Vo-Tech School.

Project Procedures and Findings, cont.

In order to accommodate teachers' requests for career speakers related to their subject matter, a Mini-Career Day was held on May 11th. Twenty speakers spoke to two classes each. Some of the careers covered were: Accounting, Judge/Lawyer, Realtor, Administrative Assistant, Vice President-International Banking, Spanish Speaking Social Worker, Dietitian, Restaurant Manager, Chemical Engineer, Recreational Therapist, Art Therapist.

An attempt was made to contact the major businesses and industries in Parsippany and surrounding Morris County to determine the types of career related resources (speakers, field trips, interviews, shadowing experiences) that they could provide to Parsippany Hills High School students.

Many valuable contacts in the community were made, including one businessman who was so supportive of the Career-Education efforts in Parsippany-Troy Hills that he contacted the School Board to voice his support of our project.

Hopefully, these contacts will be fully utilized in the future as Parsippany-Troy Hills continues to emphasize community involvement in the career development experiences of its students.

Also, a career speaker resource list was begun as a result of the contacts made in implementing the Mini-Career Day.

III. Discussion

The extensive planning activities were extremely valuable in keeping the project on course and in getting the center in full scale operation within a very short time period. Because project goals and purposes were clear to project staff, the tendency to be pulled into too many directions was minimized. Time was short and so every effort had to be directed toward meeting the stated goals and purposes.

Despite the rigorous planning, however, there were two problems that surfaced as the project progressed. Both were anticipated during the planning phase. One, the coordination of project services with the existing guidance services, was for the most part, effectively resolved. The other, gaining access to students who might benefit from project services was only partially resolved.

Discussion and Recommendations, Cont.

The Role of Project Career Reach and Its Relationship to the Guidance Department At Parsippany Hills High School

From the outset of Project Career Reach, it was obvious that the success of the project depended in large part on its acceptance and relationship to the Guidance Department at Parsippany Hills High Scool. This is especially true because the services provided to students by the project are essentially guidance functions. It was thus necessary to stress the fact that Project Reach provided a support service to counselors and by no means was intended to supplant the career guidance that counselors provide to their counselees. It was also stressed that the Career Resource Center and its director could provide career guidance of a more extended nature (including career assessment, decision-making information search) than that which might be possible for a counselor who has a normal workload.

Most important, and the key to the successful cooperation between the guidance department and the project director was the ongoing communication from the director to the guidance counselors, describing the interventions that were being used with their counselees. This communication was accomplished by means of a copy of the students' pass to the Career Center, with purpose for coming and activities outlined. Counselors were included in the planning and development of this form and thus were able to let the director know what type of feedback would be most helpful to them.

Another reason for the successful cooperation was perhaps due to counselors' perceptions that the director of Project Career Reach was herself an experienced counselor who was well aware of the duties, responsibilities and frustrations of the average guidance counselor. There was a most successful working relationship between the director of Project Career Reach and the Parsippany Hills High School guidance counselors. (Counselors were also very supportive of Project Career Reach in general)

Problem of Accessing Students to the Project and to the Career Center

Because of the school philosophy that all students should take seven classes, the majority of students at Parsippany Hills High School have no study hall and have free time only during lunch period. A decision was made at the beginning of Project Career Reach that students would not be taken out of regular classes in order to participate in project activities. Thus, with the lunch period as "the time to come," it was somewhat difficult to count on students keeping all of their appointments to work on career goals. Because of this, it was sometimes difficult to maintain consistency and gain a feeling of progress on identified career goals with students.

Discussion and Recommendations, Cont.

Problem of Accessing Students to the Project and to the Career Center, Cont.

Another related problem was due to the decision to attempt to meet for an orientation session with all 117 initial referrals before rescheduling students who had had the orientation. This somewhat delayed the beginning of goal setting and work on achievement of career development goals by interested project students.

Note: 11 students who were initially referred by their guidance counselors never came voluntarily to the Career Center. In following up to determine their reasons, the majority informed the director that they had already made a tentative career choice and therefore had no desire to participate in project activities.

Recommendations

The following recommendations summarize the strengths and persistent needs of the project:

1. Planning and organizing are critical to the effectiveness of any operation, regardless of its duration.

2. Clear goals internalized by staff and communicated to support staff and related services are essential to prevent the project staff from attempting to accomplish too many tasks, thereby diluting project resources.

3. Communication is a highly important variable in project success. Orientation of the guidance staff and teachers was an integral aspect of project services.

4. Increased communication with the community and achieving cooperation with industry is needed to a greater extent. Public relation efforts were made (see Appendix) but should have been made available earlier and with greater frequency. A presentation to the Board of Education concerning the project prior to budget planning is a must.

5. Guidance personnel need to be worked into the services of the career resource center. They need to claim its ownership and become totally identified with it.

6. Problems of student access need to be thoroughly received and discussed with guidance staff, teachers, and administrators. This is especially important if students who most need these services are to take advantage of them.

7. More structured class activities regarding career exploration should be coordinated with the career resource center.

APPENDIX A

PROJECT REACH FACT SHEET

Total Student Body 1360
Parsippany Hills High School

Number of student visits to the center

	Project Students*	Drop-in Students*
January	48	30
February	45	34
March	43	21
April	45	35
May	26	37
June	27	11

Average weekly use of the center 25

PROFILE OF "PROJECT STUDENTS"

Number Referred	117
Number Contacted	117

Number responding after one contact	75
Number responding after 2nd or 3rd contact or 4th	31
Number responding who did not participate	15
Non-respondents	11

(These students are being contacted at the present time to determine why they did not respond.)

Number returning to the center after initial orientation 57

I. PROJECT STUDENTS

Percentage use of:

Computer Service (GIS)	50%
Counseling	100%
Assessment	60%
Career File Use	50%
Speakers	40%

II. NUMBER OF CAREER ASSESSMENTS BY CATEGORY

49	COPES, COPS, CAPS
14	Strong-Campbell Interest Inventory
14	Career Assessment Inventory
2	Hall Occupational Orientation Inventory
1	DAT

III. NUMBER OF STUDENTS WORKING ON:

Personal Interests	52	Relationship-Education to Career	1
Strengths & Limitations	26	Career Resources	3
Decision-Making	9	Career Information	58
Planning Skills	6	Have made tentative Career choice	53

*NOTE: Very few students at PHHS have study halls during which they might visit the center. Most visits occurred during the students' lunch periods.

FACULTY USE OF CENTER (CAREER RESOURCE)

-Total Faculty 125
-Number of faculty who attended orientation program in the center 90

-Number of faculty using the services of the center beyond orientation 49

Examples of Faculty Use

-Speakers in their classes, careers related to subject matter.
-Classes in the Career Center for general orientation.
-Pre Employment Skill Training.
-Students researching careers of choice for term papers.
-Teachers using film strips and career resources for classroom use.

CAREER CENTER ACTIVITIES: In addition to working with Project Students

I. Classes visiting Center: 15
Examples: Orientation to the Center, working on career papers, presentation on specific careers.

II. Classroom presentations 5
including:

-Pre-employment skill training
-Overview of the need for career planning
-Presentation of careers relating to subject matter (e.g. Psychology)

III. Special Topic Career GROUPS IN CENTER ON:

-Computer careers
-Options after high school
-Careers working with animals

IV. FIELD TRIPS 3
- Kessler Institute 20 students
- Warner-Lambert 14 students
- Morris County Vo-Tech Nursing Career Day

V. COMMUNITY RESOURCE (Presentations)
- -1 State Police Trooper 12 students
- -2 Automobile Body Shop (Owner Manager)
- -3 Automobile Dealer
- -4 Detective
- -5 Local Police Officer
- -6 Travel Agent
- -7 Computer School Representative
- -8 Job Service Representative

Approximately 30 students attended each presentation

VI. MINI CAREER DAY

The following careers were represented by speakers on the Mini-Career Day-Friday, May 11th:

Accountant
Broadcast Journalist
Chemical Engineer
Dietician
Electrical Contractor
Executive Secretary
Foreign Language Careers
General Contractor
Judge & Lawyer
Newspaper Reporter
Realtor
Recreational Therapist
Restaurant Manager
School Psychologist
Social Worker (Spanish-speaking)

Twenty (20) teachers hosted speakers on this day. Speakers' careers related to class subject matter.

APPENDIX B

MONTHLY ACTIVITIES - SEPTEMBER-JUNE

September-October

1. Review and revision of an overambitious proposal
2. Meeting with Director of Vocational Guidance, State Department of Education, Division of Vocational Education to discuss and agree upon project revisions
3. Development of staff roles and job descriptions. Publication of personnel ads
4. Director's meeting--Old Bridge
5. Meetings with proposal writers to identify key project needs
6. Meetings with guidance director and principal to establish project location and needs.

November

1. Interview of candidates for director
2. Selection and orientation of project director
3. Refinement of job description
4. Review of applications for aides

December

1. Planning Project - developing goals, making plans for implementation-also conducting interviews and selection of Career Aides.
2. Ordering equipment, supplies, testing materials. (coordinating with Media Center-materials)
3. Development of in-house forms for Career Resource Center (plus intake survey and process)
4. Orientation for Guidance Department P.H.H.S. (development of referral process-project students)
5. Orientation and training of para-professional aides
6. Physical organization of the Career Center
7. Made plans for Independent Study (Student) Aides- comm. to counselors and Ind. Study Coordinator.

January

1. Setting up and organizing Career Resource Center
2. Orientation of vocational reachers
3. Receiving and cataloging materials
4. Initial interviews and intake of students. Development of intake procedure for students referred and instrument
5. Overview of Career Planning Process in Vocational English classes, sophomore history classes, consumer math classes.
6. Further review and ordering of materials tests computer services, etc.
7. Identification and orientation of student aides.
8. Developed letters for occupational and school information
9. Development of vocational technical school file (New Jersey schools)

February

1. Meeting with Mr. Packin--overview of orientation for teachers
2. P & C meetings with faculty to give orientation to Project Reach and to the services of Career Resource Center.
3. Numerous initial meetings with referred project students orientations and assessments
4. Development of initial contacts with the community for sources of field trips, speakers (trip to plan Warner-Lambert trip) development of community resources file forms, - contact letter, survey.
5. P.R. Video on the Go presentation
6. Attendent advisory committee meetings to meet community contacts
7. Presentations on various subject interest groups e.g., cosmetology careers, business careers, also options after high school
8. Preparation of materials for use with referred students (i.e., decision-making, strengths and limitations, etc.)
9. Learning the appropriate use of the GIS computer system.
10. Developed question format for student interviews of workers
11. Served as resource person to faculty for obtaining speakers related to their subject matter

March

1. Assisted with COPS, COPES, CAPS, testing of the 10th graders, gave follow-up discussion in each class of how to research, investigate identified career areas
2. Additional orientations and implementation of goals for referred students
3. Field trip to Kessler Institute
4. Additional classes in the center-working on career papers, orientation to computer careers
5. Trip to Morris County Vocational Tech School--to acquaint director with the available programs.
6. Preparation of materials for use with referred students. (resume's, interview evaluations of speakers, field trips)

April

1. Field trip to Warner-Lambert
2. Speaker program implemented--local and state police, computer and air-craft mechanic school, auto dealer, modeling, physical therapy
3. Continuation of work on goals for referred students--orientation for newly referred
4. Meeting with Adult School to discuss possibilities of combining our career development services in the future
5. Additional presentations in the center on careers of high interest--relating to animals
6. Implementation of plans for Mini-Career Day--May 11th
7. Preparation of materials for use with referred students
8. Numerous classes in the center for work and career papers and/or general orientation to the career center.
9. PR-Newspaper articles concerning speakers, field trips sent to local newspapers. (education editors)
10. Preparation of resume and interviewing training packets for use with vocational English classes

May

1. Field trips to Vo-Tech for Nursing Career Day
2. Speakers-Travel agent, Accountant, Musician
3. Continuation of goal implementation for project students
4. PR-interview for local newspaper (Suburban Life)
5. Mini-Career Day, May 11, 1984--planning and implementation (20 speakers in classes pertaining to careers)
6. Training in resume writing--Vocational English class
7. Psychology career presentation--psychology classes (careers presented based on education needed, skill-training)
8. Development of Decision-making packet for use with project students
9. Work on and preparation of summary data and final project report
10. Individual meetings with seniors, project students to determine their immediate needs for job seeking skills and plans for post-graduation.

APPENDIX C

ORIENTATION PRESENTATION FOR COUNSELORS AND TEACHERS

Primary Goal of Project Reach:

To provide Resources and Services to non-goal oriented students. To assist them in identifying tentative choices and appropriate next steps in their career development.

Additional Goals

1. Establish a career resource center
2. Provide career related materials to counselors, teachers and students in general
3. Update and utilize a community resource file.

Services

To students

Priorities =

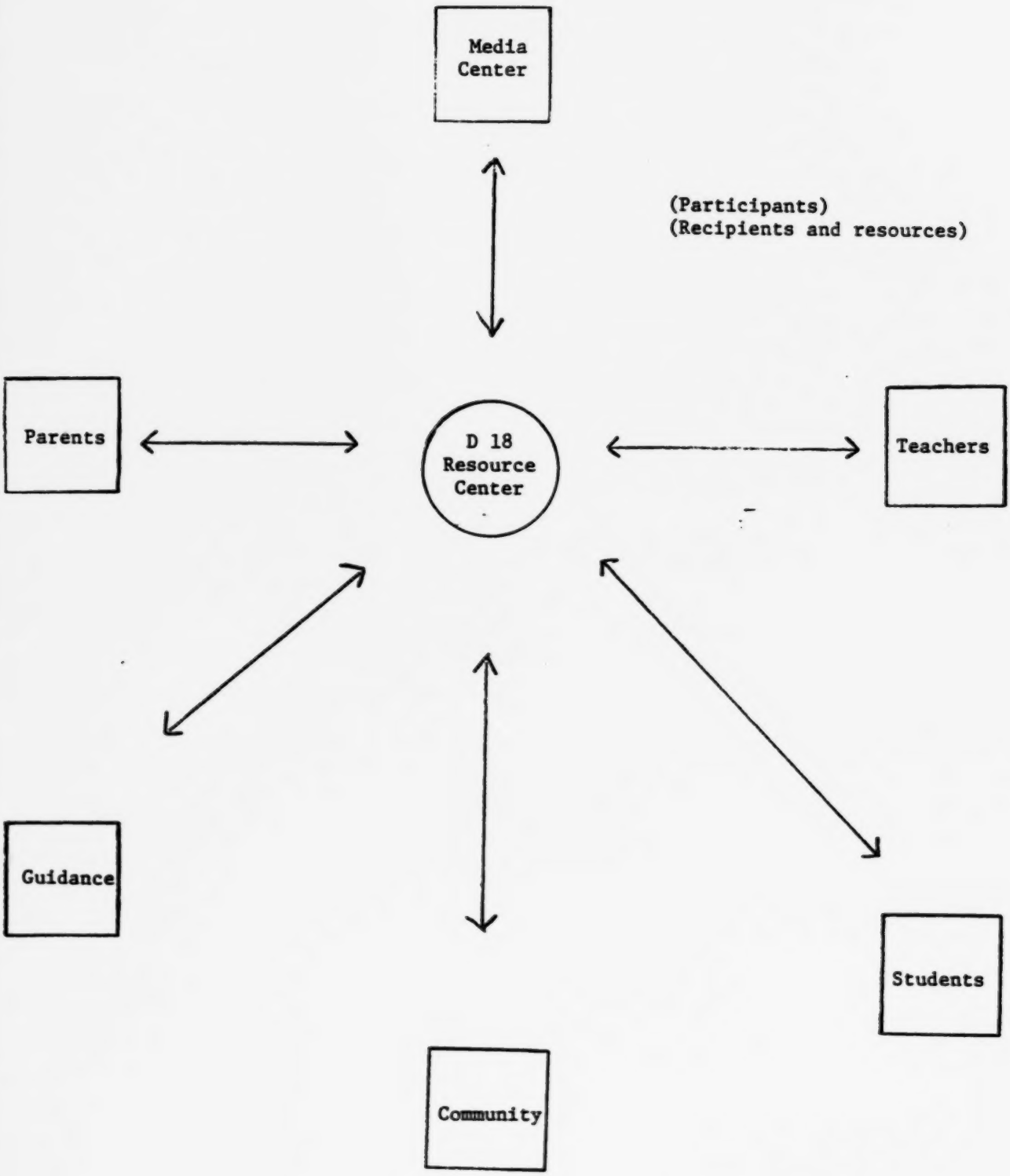
A. Twelfth (12th) grade non-goal oriented students
B. Eleventh (11th) grade non-goal oriented students
C. Ninth (9th) and tenth (10th) grade non-goal oriented students
D. Ninth - twelfth (9th-12th) grade students in general.

To counselors

1. Career assessment for individuals and small groups of students. (referred)
2. Assistance and referrals regarding career planning and development. (drop-in)

To teachers

1. Career-related information
2. Classroom activity ideas
3. Community and career resources for classes in the center


Media Center
(Participants)
(Recipients and resources)
Parents
D 18 Resource Center
Teachers
Guidance
Students
Community

Resource Center

Director

1. Manages center operations
2. Works directly with students identified in the project
3. Plans and organizes special workshops and activities

Aides

1. Monitor center use
2. Assist in organizing center
3. Assist in providing center services
4. PR and communications

Student Aides

1. Assist in filing and organizing career materials
2. Assist Aide in preparing communication and PR
3. Assist in providing center services

Space

1. College information
2. Computer
3. Career information for students
4. Professional resources
5. Media

Materials

1. Assessment tools for students
2. One career information system
3. Computer program (software)

Referral Process

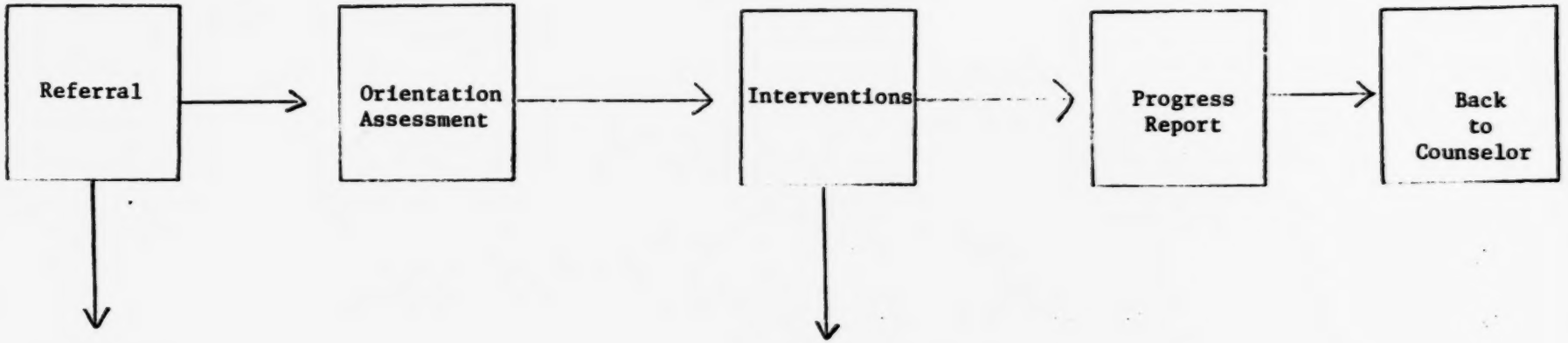
Identification Criterion

Student has difficulty in making career decisons; has unclear or unrealistic career plans.

Student may also have some of the following characteristics:

1. Low motivation, generally
2. Evidences low self-esteem
3. Tends to be withdrawn, isolated
4. Poor grades, low achievement
5. Attendance problems, chronically tardy, absent, cutting, truant
6. Difficulty relating to staff, students, administration; disruptive
7. Other _____

PROCESS



-Counselors
-Vocational teachers
-Other teachers

-groups
-Individual Career Information Research
-Field trips
-Speakers
-Special topic career seminars

Evaluation

A. One hundred and forty student folders and progress files.
B. Observed increase in individual students' ability to discuss or develop:

1. personal interests
2. strengths and limitations
3. decison-making skills
4. planning skills
5. knowledge of relationship between education and career
6. knowledge of career resources
7. knowldege of career information
8. tentative career choices

C. Improvement in:

1. attendance
2. interpersonal skills
3. grades

D. Use of services:

1. number of students using Resource Center
2. number of teachers using information and services
3. number of counselor referrals, counselor use of information and services.

APPENDIX D

CAREER REACH QUESTIONNAIRE NAME _____

1. Personal interests

To what extent have you explored your interests with regard to career planning?

____not at all _____a little _____a great deal

2. Strengths and limitations

To what extent are you able to make a clear statement of your strengths and your limitations?

_____not at all _____not sure _____ some _____greatly

Would you be able to state your strengths in an interview?

_____no _____unsure _____yes

Have you made any plans for strengthening or compensating for your limitations?

____no _____a little _____yes

3. Decision-making

How would you rate your decision-making ability?

_____ Prefer to have others make decisions

_____ Often satisfied with decisions

_____ Not sure, never thought about it

_____ dissatisfied with decisions

_____ Make very good decisions, both short term and long range

When you make a decision do you tend to

_____ act on the first idea that comes to you

_____ get someone else's advice

_____ try to think of several possible solutions

_____ other _____

What do you do when you have made a decision and then the circumstances change so that you cannot follow through on it?

_____ panic

_____ wait to see what happens

_____ get someone's advice

_____ start over

_____ other _____

4. Planning skills

Generally, would you say you tend to do things

_____ impulsively _____only after getting someone else's advice

_____ after a little thought _____after considerable thought

_____ other

When you signed up for the courses you took this year in school did you

_____ pick courses you liked ____ pick courses someone told youthat you had to take

_____ Take only required courses

_____ take what your friends were taking

_____take what your counselor or teacher told you to take

_____ don't remember ____ other _____

What career planning activities have you done so far?

_____ nothing _____studied some careers in class _____

_____ researched 1 2 3 + career in depth

_____ other

5. Career resources

Where have you gotten most of your information about occupations and careers?

_____ friends _____teachers _____magazines, papers

_____relatives _____counselors _____ on your own

_____other _____

If you wanted accurate information about a specific job where would you get it?

_____friend ____someone working in the job _____counselor

_____teacher _____parents _____Library _____newspaper

_____other _____

6. Career information

How many career areas can you

_____describe in depth _____tell a little about _____ name

What is meant by a career cluster?
What is a life style? What is your preferred life style?

CAREERS AND SUBJECTS

PICK THREE OCCUPATIONS. WRITE THE NAME OF EACH AT THE TOP OF EACH OF THE THREE COLUMNS. ENTER SPECIFIC COURSE NAMES OR THE ENTIRE CURRICULUM AREA NEEDED FOR THE OCCUPATION.

SUBJECTS	OCCUPATIONS		
	_____	_____	_____
1. ART			
2. BUSINESS EDUCATION			
3. CLUBS			
4. FOREIGN LANGUAGE			
5. HEALTH			
6. HISTORY			
7. HOME ECONOMICS			
8. INDUSTRIAL ARTS			
9. LANGUAGE ARTS			
10. MATH			
11. MUSIC			
12. PHYSICAL EDUCATION			
13. SCIENCE			
14. SOCIAL STUDIES			
15. TYPING - STENO			

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8. Tentative career choice

To what extent do you think you are ready to make a career decision now?

____definitely not ready _____ not sure _____ could if I had to

____quite ready

What is your status with regard to dareer direction

_____ I plan to pursue a career in _____

_____ I have not decided but I think I might like a career in _____

_____ I have narrowed the choices down to _____, _____

or _____

____ I have little or no idea of what I would like to do

How important is your choice of a career at the present time?

____ I don't think much about it _____ I am very concerned about it

_____I think about it once in a while ____ It is more important to my parents or teachers than it is to me

_____ other _____

SUMMARY	Rating Low									High
1. Personal interests	x	x	x	x	x	x	x	x	x	x
2. Strengths and limitations	x	x	x	x	x	x	x	x	x	x
3. Decision making	x	x	x	x	x	x	x	x	x	x
4. Planning	x	x	x	x	x	x	x	x	x	x
5. Career resources	x	x	x	x	x	x	x	x	x	x
6. Career information	x	x	x	x	x	x	x	x	x	x
7. Careers and subjects	x	x	x	x	x	x	x	x	x	x
8. Tentative career choice	x	x	x	x	x	x	x	x	x	x

NAME _____

APPENDIX D

SELF AWARENESS Interests, strengths, limitations

MY STRONGEST APTITUDES

1.
2.
3.
4.
5.

MY GREATEST ACHIEVEMENTS

1.
2.
3.
4.
5.

MY FAVORITE ACTIVITIES

1.
2.
3.
4.
5.

MY BEST SUBJECTS IN SCHOOL

1.
2.
3.
4.
5.

MY WORST SUBJECTS IN SCHOOL

1.
2.
3.
4.
5.

MY LEAST FAVORITE ACTIVITIES

1.
2.
3.
4.
5.

MY WEAKEST APTITUDES

1.
2.
3.
4.
5.

FIVE WORDS THAT DESCRIBE ME

1.
2.
3.
4.
5.

IF YOU WERE TO GO FOR A JOB INTERVIEW TODAY, WHAT WOULD YOU SAY ABOUT YOURSELF THAT WOULD CONVINCE AN EMPLOYER THAT YOU WOULD BE THE PERSON TO HIRE?

APPENDIX E

CORRESPONDENCE AND PRESS RELEASES

Parsippany-Troy Hills
Township Schools

PARSIPPANY HILLS HIGH SCHOOL
BERNARD PACKIN
PRINCIPAL

20 Ritz Drive
P.O. Box 223
Parsippany, N. J. 07054
Telephone 263-7550

Director of Admissions

Dear Sir:

I am currently in the process of organizing a Career Resource Center at Parsippany Hills High School, Parsippany, New Jersey. As a part of the current information in our center we would like to have the most recent and up-to-date information about your school. Could you please send a current catalog and any other pertinent information to us at your earliest convenience?

Thank you for your time and assistance to me and the students at Parsippany Hills High School.

Yours truly,

Cathy Marek,
Director-Career Resource Center

Parsippany-Troy Hills
Township Schools

RSIPPANY HILLS HIGH SCHOOL
RNARD PACKIN
INCIPAL

20 Rita Drive
P.O. Box 223
Parsippany, N. J. 07054
Telephone 263-7550

Dear Sir:

As Director of the new Career Resource Center at Parsippany Hills High School, I am writing to request materials on careers in your field. Because my funds for purchasing materials are very limited, I would appreciate any free materials that you can send about your occupational area.

I believe that many students at my school have an interest in exploring a career in your field. Therefore, the information which you can provide will be of great help to them in making their career decisions.

Thank you for your time and assistance to my students.

Sincerely,

Cathy Marek,
Director-Project Career
Reach

Parsippany-Troy Hills
Township Schools

PARSIPPANY HILLS HIGH SCHOOL
BERNARD PACKIN
PRINCIPAL

20 Rita Drive
P.O. Box 223
Parsippany, N. J. 07054
Telephone 263-7550

Dear

In an attempt to better prepare our students for the career decision ahead we have developed a Career Resource Center at Parsippany Hills High School. However, we need the help of business and industry to make our program a success.

Our goal this year is to provide students with realistic career information. We would appreciate any help you can provide.

Would you please complete the enclosed survey or distribute it to people who represent the various jobs in your company. As you can see from looking at this survey we are interested in developing a bank of resource people who can discuss their occupations with students.

Thank you in advance for your assistance.

Sincerely,

Cathy Marek, Director
Career Resource Center

CM/rm
Enclosures

Parsippany Hills High School Community Career Resource

Name_____Occupation_____

Address (Home)_____
(Business)_____
Company Name
Phone Number (Home)_____-_____-_____(Business)_____

I. GUEST SPEAKER: Would you be able to come to school to speak about your occupation? (Circle) Yes No
If yes, please answer the following:

A. Hours: Between_____and _____
B. Days: (Circle) M T W TH F
C. Advance notice needed (if any):_____days

II. INTERVIEW: Would a student be able to interview you about your occupation at home by phone? (Circle) Yes No at home in person Yes at your place of business by phone? Yes No at your place of business in person Yes No
If any of the above were answered yes, please answer the following:

A. Hours to be phoned at home: Between_____and _____
B. Hours to phone at place of business: Between_____and_____
C. Taping of interview permitted (Circle) Yes No

III. A DAY ON THE JOB: Would an interested student be able to learn about your occupation by observing you at your place of employment for ½ day? Yes No A full day? Yes No

---

IV. FIELD TRIP: Does your place of employment permit student groups to visit on field trips? (Circle) Yes No
If answered yes, please answer the following:

A. Person to Contact:_____
B. Advance notice needed (If any)_____Days
C. Hours: Between_____and _____
D. Days: (Circle) M T W TH F
E. Size of Groups:_____to _____
F. Video Taping permitted: (Circle) Yes No
G. Pictures permitted: (Circle) Yes No
H. Activities and occupations that can be observed:_____
_____
_____
_____

V. COMMENTS: On back of sheet

Please mail completed forms to: Cathy Marek
Career Resource Center
Parsippany Hills High School

BEST COPY AVAILABLE

Parsippany-Troy Hills Township Schools

PARSIPPANY HILLS HIGH SCHOOL
BERNARD PACKIN
PRINCIPAL

20 Rita Drive
P.O. Box 223
Parsippany, N. J. 07054
Telephone 263-7550

Dear

Thank you very much for agreeing to speak to students at Parsippany Hills High School about your career. We are looking forward to your visit on . Please report to the main office at . I will meet you there at that time. A map with directions to Parsippany Hills High School is enclosed for your convenience.

As I mentioned to you on the phone, I am most interested in the career information that you can provide to our students on the following topics:

1. How you chose your particular line of work and how you landed your first job in the field.

2. What skills, personal characteristics do you believe are most importants for success in your work?

3. What is a typical day on your job like? (What duties, responsibilities and activities do you perform?)

4. What in your education or extra curricular activities was most helpful to you in preparing you for your work?

5. What classes in high school were most helpful to you in preparing for your work?

6. What is the current job outlook for your occupation? What trends do you expect in your field during the next ten years?

7. What do you consider to be the advantages and disadvantages of your line of work?

8. What would you advise a young person (a high school student) who is considering your occupation as his/her possible career choice?

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A group of no more than 20 students will be attending your presentation. All of them have previously indicated an interest in your occupation. The period is 45 minutes long. As a possible format, you can address the questions above and then open the floor to student questions. Also, please feel free to add any information which you believe will be helpful to our students.

Thank you again for agreeing to come to Parsippany Hills as a career speaker. You can provide current information of a more personal nature about your occupation that is unavailable to our students from any other source. Your help to us is invaluable.

If you have any questions or comments please contact me at 263-7588. We are looking forward to seeing you at our agreed upon time.

Yours truly,

Cathy Marek
Director, Career Resource Center

CM/rm
enc.

Suburban Life May 16, 1984

Par Hills counseling center guides students on career paths

BY HANNAH ROWAN

PARSIPPANY— A senior at Parsippany Hills high school, approaching graduation with no definite career goals, is now happily working weekends as an orderly and planning to enter a health-related profession after graduation.

Another student, bored with routine typing and filing during a weekend stint in an office, has expanded her curriculum to include computer training and other business courses that will give her more options in the secretarial field.

Both were among the 263 students who have used the services of the Parsippany Hills career counseling center since its opening in January. The center complements the efforts of the guidance office, providing specialized and intensive" career counseling, explained Dr. Elaine Douma, who is responsible for career development programs throughout the school district.

Students are encouraged to review the results of their tests, but favorite extra-curricular activities and the most successful classromm subjects also provide clues that direct some students to a career choice.

Those students who have already identified an area of interest may use the center to confirm that choice, Dr. Douma says. Other students may redirect their efforts to an area related to their original goal but more in keeping with their personal style and abilities.

Dr. Douma stresses the importance of showing students practical applications for the subjects that they study. Every course develops certain skills in addition to teaching the subject matter. For example, a student who may never use their knowledge of science will still benefit from learning that events occur in an orderly fashion. A student may find that their mastery of math or English is an important skill in any profession.

The center conducts an outreach program, offering speakers from various occupations who may speak in the center or in a class covering their area of expertise. Past speakers have included law enforcement officers, a travel agent, an auto dealer who explained his requirements in hiring, a beauty salon owner, and several people from computer related fields.

Students are free to drop into the center, which is open one half hour before classes begin and one hour after school. Students often drop in during their lunch hours. Posters throughout the school keep students informed of upcoming events.

The center also serves as a resource for teachers, who may request speakers or learn how they may include career development in their curriculum.

Dr. Douma and Mrs. Marek are pleased that they have been able to test all tenth graders this year, using standardized interest tests, and discussing the results with the students. The goal of the center is to insure that no student leaves Parsippany Hills without adequate preparation for their desired career.

A career information file is in the works for Parsippany High School as well, but since grants are awarded to individual schools, Parsippany high has not established a center yet.

House in room D18 of the high school, the center is staffed by full-time couselor Cathy Marek, whi is a New Jersey certified guidance counselor with a background in both guidance and high school career education. The staff is completed by two part-time aides and eight students aides. The project is funded through the state department of vocational education as a result of a grant proposal submitted last year by two Parsippany Hill guidance counselors.

At it's inception, the center concentrated on those seniors indentified by guidance counselors or teachers as being in the most need of career planning. Students are interviewed by Marek, tested for interests, abilities, and work values, and offered information in areas that they are interested in pursuing. Career planning skills are emphasized, rather than a specific career choice, and students learn how to set personal goals, how to research career opportunities, and how to use decision making skills.

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APPENDIX F

JOB DESCRIPTIONS

AND

FORMS USED IN THE PROJECT

PROJECT STUDENT FORM

This form was completed for each student who used the project services. A record of visits and the purpose of each visit was available to the counselors as well as to the director.

Grade Level
9 10 11 12 Counselor_____

Name of Student

_____

Referral source if other than Counselor_____

Date_____ A B C D E F G H I

Goals	Activities	Dates in Center
___ personal interests	___ career information search	
___ strengths & limitatons	___ assessment	
___ decision making	___ career groups	
___ planning skills	_____	
___ education-career knowledge	_____	
___ career resources	___ career speakers	
___ career information	_____	
___ tentative information	_____	
___ other _____	___ field trips	
	_____	
	_____	
	___ other	
	_____	

TESTS/INVENTORIES

☐ CAPS ☐ COPS ☐ STRONG

☐ COPES ☐ CAI ☐ DAT

☐ ACT ☐ OTHER _____

STUDENT PASS TO RESOURCE CENTER AND FOLLOW UP FORM FOR STUDENTS WHO DID NOT APPEAR FOR SCHEDULED APPOINTMENT

Period _____

Date _____ PASS TO CAREER RESOURCE CENTER D18

Name of Student 9 10 11 12 Grade Level Counselor _____

_____

Time Leaving Class/Guidance _____ Teacher/Counselor-initial _____

Time Leaving Career Resource Center _____ CRC-initial _____

Purpose in coming to Career Resource Center

- ☐ browsing
- ☐ to investigate specific career(s) (Specify) _____
- ☐ College information
- ☐ Computer information
- ☐ To attend Career Seminar
- ☐ To attend Field Trip
- ☐ To hear a Career Speaker
- ☐ For Career Assessment
- ☐ Other (Specify) _____

Notes: _____

*** ***

TO:
FROM: Cathy Marek
Date:

_____ was scheduled to come to the Career Resource Center from your _____ period class on _____. He/she did not come at that time. In an effort to make certain that students' privileges of coming to the center are not abused, could you please check the appropriate box and return to my mailbox or to me in Room D-18 as soon as possible.

___ student was absent from my class.

___ student left my class to come to Career Center.

___ student stayed in my class for the period indicated.

___ other _____

_____

Comments: _____

_____

Note: It is always at your discretion that a student is allowed to come to the Career Center. I fully support your right and need to require a student to remain in class at a time when they are scheduled for the Career Center.

CAREER REACH RESOURCE CENTER USE LOG

SCHEDULE FOR PASSES

PURPOSE IN COMING TO CENTER

NAME	DATE	PERIOD	CAREER SEMINAR	INVESTIGATE CAREER(S)	ASSESSMENT	OTHER

PARSIPPANY HILLS HIGH SCHOOL

CAREER RESOURCE CENTER

FIELD TRIP EVALUATION

NAME _____ DATE OF FIELD TRIP _____

GRADE _____ FIELD TRIP SITE: _____

1. Please check and complete those statements that best describe your experience during this field trip.

   a. _____ I became acquainted with some careers for the first time such as:

   b. _____ I learned about the working conditions, skills, requirements of a few specific careers, such as:

   _____ _____ _____

   c. _____ I studied one occupation in depth, such as:

   _____

   d. _____ I learned how things studied in school relate to careers, for example:

   _____

   e. _____ I discovered some things I like about the career(s) I observed, such as:

   _____

   f. _____ I found some things I would not like about certain careers, such as:

   _____

2. Which of the following is true?

   a. _____ This field trip helped influence my decision about a possible career.
   b. _____ I have already made a tentative decision about my career and this trip confirmed my choice.
   c. _____ This field trip has little influence on my career decision.
   d. _____ This field trip gave me experience which will help me prepare for my chosen career.

3. Career directions. What is your status?

   a. _____ I plan to pursue a career in _____

   b. _____ I have not decided but think I would like _____

   c. _____ I have little or no idea of what career I would like.

4. Is there anything about the field trip you think should have been done differently?

   Yes _____ No _____

   If yes, please explain _____ _____

   _____

5. Additional comments _____

   _____

PARSIPPANY HILLS HIGH SCHOOL

CAREER RESOURCE CENTER

MULTI-MEDIA EVALUATION

NAME: _____ GRADE: _____
(not necessary)

DATE: _____ HOME ROOM _____

1. Title of audio-visual material: _____

2. Author of material: _____

3. Type of audio-visual material: (Please circle one)

a. Film
b. Filmstrip
c. Cassette or tape
d. Sound filmstrip
e. Slides
f. Video-tape
g. Other _____

4. The presentation was: (Please circle one)

Not Interesting Interesting Very Interesting

5. For the purpose of learning about careers, the presentation was:

Not Helpful Helpful Very Helpful

6. Do you plan to discuss any part of the presentation with anyone?

Yes_____ No_____

Parent_____ Counselor_____ Teacher_____ Friend_____

7. Was there anything you felt should have been included in the presentation that wasn't

Yes_____ No_____

If so, what was it? _____

_____

_____

8. Additional Comments: _____

_____

_____

PARSIPPANY HILLS HIGH SCHOOL

CAREER RESOURCE CENTER

CAREER SEMINAR EVALUATION

NAME _____ GRADE _____

DATE _____ IC TEACHER _____

1. Topic of Career Seminar _____

2. For the purpose of helping me make a tentative career choice, the seminar was: (Please circle one)

3. For the purpose of helping me learn about my career interests, the seminar was: (Please circle one)

Very Helpful Helpful Not Helpful

4. I learned some important things about myself as a result of participating in this career seminar, such as: _____

_____

_____

5. There were some activities in this seminar which I particularly enjoyed, such as: _____

_____ Why? _____

_____

6. Were there any activities of this seminar you did not enjoy? _____
Which one(s)? _____

Why? _____

7. Was there anything that should have been included in this seminar that was not? _____ What? _____

_____

If you have any other comments you would like to make concerning this seminar, please use the other side of this sheet. (Your honest evaluation of this seminar is very helpful to me.)

Thank you,
Mrs. Marek

PARSIPPANY HILLS HIGH SCHOOL

SPEAKER EVALUATION

NAME_____ GRADE_____

DATE_____ HOMEROOM_____

1. Name of Speaker:_____

2. Topic of speaker's presentation:_____

3. Class where presentation was made:

   Name of course_____

4. The presentation was: (Please circle one)

   Not interesting Interesting Very Interesting

5. For the purpose of learning about careers, the speaker's presentation was:

   Not helpful Helpful Very helpful

6. Do you plan to discuss any part of the speaker's presentation with anyone?

   Yes_____ No_____

   Parent_____ Teacher_____ Counselor_____ Friend_____

7. Was there anything you felt should have been included and wasn't?

   Yes_____ No_____

   If so, what was it?_____

   _____

   _____

8. Additional comments:_____

PARSIPPANY HILLS HIGH SCHOOL
CAREER RESOURCE CENTER
SPEAKER EVALUATION

NAME_____GRADE_____

DATE_____IG TEACHER_____

1. Name of Speaker_____

2. Topic of speaker's presentation_____

3. Please check and complete those statements that best describe your experiences as a result of the speaker's presentation.

a. ___I learned some things I did not know about the speaker's career such as:_____

_____

b. ___I learned some things about how to prepare for the speaker's career such as:_____

_____

c. ___I learned how things studied in school relate the speaker's career, for example:_____

_____

d. ___I learned about the working conditions, skills, and requirements of the speaker's career, for example:_____

_____

e. ___I learned some things I like about the speaker's career such as:_____

_____

f. ___I learned some things I do not like about the speaker's career, such as:_____

_____

4. Which of the following is true?

a.___The speaker's presentation helped influence my decision about a possible career.

b.___I have already made a tentative decision about my career and this speaker's presentation confirmed my choice.

c.___The speaker's presentation has little influence on my career decision.

5. Career directions What is your status?

a.___I plan to pursue a career in_____

b.___I have not decided but think I would like a career in____

_____

c.___I have little or no idea what career I would like.

If you have any other comments you would like to make concerning this field trip, please use the other side of this sheet. (Please make a note of anything that you think should have been included in the presentation that was not.)

Thank you,
Mrs. Marek

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